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ABSTRACT

This guide outlines a practical six-step procedure to plan education for adult learners. The first chapter outlines the instructional planning procedure, which integrates existing knowledge about how adults learn and the principles of designing instruction and examines the principles of adult learning. The next six chapters describe the following steps in planning instruction for adults: considering the learning audience (audience description, entry behaviors, learner characteristics); writing learning objectives (domains and levels of learning, objectives and the adult learner); sequencing instruction (types of instructional analyses, implementation of an instructional analysis, alternative sequencing principles); developing an instructional strategy (instructional methods, materials, coordination of methods and materials to instructional situations, general characteristics of effective instruction); evaluating learning (evaluation approaches, evaluation and adult learners, types of testing techniques, selection of appropriate evaluation techniques, test construction, test evaluation and revision, grading, and grading systems); and evaluating instruction (developing an evaluation procedure, setting evaluation criteria, collecting and interpreting information. The final chapter discusses the future of adult education, issues and conflicts in the life of the adult educator, and theory building and research. Contains 56 references. (MN)

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